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ABSTRACT

This is the first of what is expected to be a regular series of reports from Arizona's community colleges to the citizens of Arizona regarding the effectiveness with which community colleges are achieving their goals. Initially the Task Force on Institutional Effectiveness Measures worked for most of an academic year and recommended the measures included in this report. The data are briefly described, the source of the data are indicated, and observations regarding the story being told by the data are presented in the report. The elements addressed in this Report to Arizona include the following: (1) access, which looks at participation rates, ethnic and racial representation, financial aid awards, developmental education enrollment, and course availability; (2) work force training and development, which reports on occupational program participation and completion rates, placement and wages, and employer satisfaction; (3) transfer students, which examines the number and success of transfer students and effectiveness of the new transfer model; (4) community development, which explores small business development centers, and social, economic, and/or cultural development activities; and (5) student learning outcomes, which presents the measures being developed by the community colleges. The purpose of this report is to focus on community colleges as a state resource and not to rate or compare individual colleges. (VWC)

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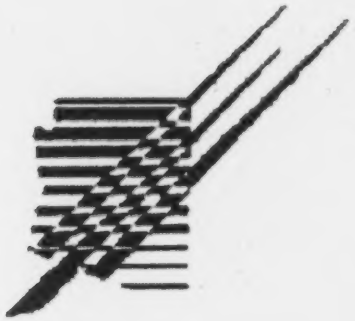

State Board of Directors for Community Colleges of Arizona

Report to Arizona 1999

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State Board of Directors for Community Colleges of Arizona

Report to Arizona 1999

Community colleges are important assets in Arizona's efforts to improve the wellbeing of its citizens and to prepare a vital, productive workforce. They provide the bridges over which individuals can pass to prepare to transfer to the university, gain skills for an initial job, gain new skills or refine old ones for job enhancement, gain a new start on life and livelihood, and experience the joy of learning. They are places where area employers can turn for assistance in developing a productive workforce and are a major contributor to making the area attractive for economic development. The broad and diverse mission of community colleges can best be understood by systematic examination of the tangible evidence of the college's accomplishments.

The following is the first of what is expected to be a regular series of reports from Arizona's community colleges to the citizens of Arizona regarding the effectiveness with which community colleges are achieving their goals. No small sampling of data can totally reflect the broad and diverse mission of community colleges, but it is necessary to narrow the scope of the report if it is to be read and understood.

Initially the Task Force on Institutional Effectiveness Measures worked for most of an academic year and recommended the measures included in this report. Subsequently a team of chief academic officers further refined the data elements and determined the data sources that would be used. Whenever possible, use was made of data that was already being reported in other required reports.

The data are briefly described, the source of the data indicated, and observations regarding the story being told by the data are presented in the following pages.

The mission elements addressed in this Report to Arizona include the following:

- **Access** – The fundamental purpose of community colleges is to provide access to higher education for citizens of the state in their home communities. Measures of access included in this report are as follows:
  - **Participation Rate:** Unduplicated headcount enrollment as a percent of state or community college district population.
  - **Ethnic and Racial Representation:** The distribution of students among the ethnic and racial categories as compared to the distribution in the population.

- **Financial Aid Awards:** The percentage of full-time, first-time undergraduate students receiving needs-based financial aid.
- **Developmental Education:** Percentage of full-time and part-time students enrolled exclusively in remedial courses in the fall semester.
- **Course Availability:** The number and variety of courses made available through unique time formats.

♦ **Work Force Training and Development** – Community colleges enrich the state's economy by providing individuals with knowledge and skills which enable them to enter and continue to be a productive member of the workforce.

- **Occupational Program Participation and Completion Rates:** The number of students participating in broad categories of occupational programs, and the completion rates of these students.
- **Placement and Wages:** Job placement and earnings are two of the basic outcomes of occupational programs.
- **Employer Satisfaction:** The degree to which employers are satisfied by the preparation given to students is a key indicator of the success of such programs.

♦ **Transfer Students** – The number and success of students who transfer from community colleges to one of the state's public universities is a measure of the effectiveness of transfer programs.

- **Number of Transfer Students:** The number and percentage of upper division Arizona public university students who have (1) any community college credits, and (2) have 12 or more community college credits.
- **Success of Transfer Students:** Aggregate GPA of transfer students one semester after transfer compared to native university students for (1) students who had completed at least one to eleven credits at a community college and (2) students who had completed an associate's degree (or 56 to 64 credits) prior to transfer.
- **Effectiveness of the New Transfer Model:** Future editions of the report will also include measures of the effectiveness of the new transfer pathways, which are only now going into full effect. It will be a year or two before the number of students who have used the new pathways will be sufficient to assess their effectiveness.

- **Community Development** – In addition to providing higher education, community colleges contribute to the development of their home communities.
  - **Small Business Development Centers:** The activities and success of the Small Business Development Centers located at community colleges throughout the state are highlighted in this report.
  - **Social, Economic, and/or Cultural Development Activities:** These activities are important contributions to community development. While these activities do not lend themselves to statistical representation, it is important to include them in this report.
- **Student Learning Outcomes** – The effectiveness of an educational institution may best be understood in terms of its effect on learners. Learning outcomes – what the student knows or can do as a result of the educational experience – is much harder to evaluate than the length of the course or the number of credit hours. Nonetheless, community colleges are diligently working to define, refine and validate such measures. Progress is reported in this section. In time, more and more of the report will be stated in terms of student learning outcomes.

The purpose of this report is to focus on community colleges as a state resource and not to rate or compare individual colleges. For this reason, aggregate rather than individual community college district or individual college data are provided. However, since the environment in which the two urban community college districts operate is so different than that of the remaining eight rural districts, many of the data are shown separately for urban and rural colleges. The urban colleges serve about 75% of Arizona community colleges students.

Urban Colleges	Rural Colleges
Maricopa	Cochise
Chandler-Gilbert	Coconino
Estrella Mountain	Graham (Eastern Arizona)
GateWay	Mohave
Glendale	Navajo (Northland Pioneer)
Mesa	Pinal (Central Arizona)
Paradise Valley	Yavapai
Phoenix College	Yuma/La Paz (Arizona Western)
Rio Salado	
Scottsdale	
South Mountain	
Pima	

Part I – Access

Participation Rate

Community colleges strive to be accessible to all citizens of the state. The degree to which Arizona community colleges are fully accessible to all of its people is reflected by the proportion of the population 18 years of age and older which makes use of the programs of the colleges.

Whole State

	1994-95	1995-96	1996-97	1997-98	1998-99
Unduplicated Headcount	273,784	271,390	282,998	299,246	320,697
Population aged 18 and older	2,975,976	3,150,518	3,260,238	3,367,562	3,495,778
Participation Rate	9.2%	8.6%	8.7%	8.9%	9.2%

NOTES: Unduplicated headcount data unavailable, 1995-96, Coconino Community College.

Arizona has a relatively high community college participation rate. National norms are less than half this level (4.7%, based on fall headcount enrollment)*. This is due to several factors, including the fact that Arizona has a well-developed community college system, the absence of public four-year colleges other than the three public universities, and the presence of a relatively small number of private colleges and universities serving undergraduate students.

*SOURCE: *American Association of Community Colleges Annual 1998-99*. Washington, D.C. Community College Press.

Urban Colleges

	1994-95	1995-96	1996-97	1997-98	1998-99
Unduplicated Headcount	197,826	204,338	204,394	224,210	242,194
Population aged 18 and older	2,296,743	2,446,703	2,537,941	2,613,897	2,714,238
Participation Rate	8.6%	8.4%	8.1%	8.6%	8.9%

Rural Colleges

	1994-95	1995-96	1996-97	1997-98	1998-99
Unduplicated Headcount	75,958	67,052	78,604	75,036	78,503
Population aged 18 and older	679,233	703,815	722,297	753,665	781,540
Participation Rate	11.2%	9.5%	10.9%	10.0%	10.0%

NOTES: Unduplicated headcount data unavailable, 1995-96, Coconino Community College.
SOURCES: U.S. Census Bureau, Arizona Department of Economic Security, IPEDS, SBDCCA *Annual Report to the Governor.*

It is interesting to note that the participation rate in the rural areas of the state is consistently higher than in the urban areas. While this is at least in part due to the scarcity of other higher education opportunities in the rural areas of the state, this high participation rate is the result of a prolonged, concerted effort to make higher education accessible to all citizens.

Ethnic and Racial Representation

Community colleges strive to serve all ethnic groups well. The degree to which the persons of all ethnic groups participate in community college programs is measured on the 45th day of classes in the Fall Semester.

Whole State

	1994-95	1995-96	1996-97	1997-98	1998-99	Ethnic Population
Non-Resident Alien	N/A	N/A	N/A	1,659 1.1%	1,876 1.2%	N/A
Black, non-Hispanic	5,219 3.4%	5,270 3.4%	5,384 3.5%	5,386 3.5%	5,750 3.5%	160,858 3.5%
American Indian or Alaskan Native	5,692 3.7%	5,979 3.8%	6,031 3.9%	6,072 3.9%	6,346 3.9%	255,463 5.6%
Asian or Pacific Islander	4,306 2.8%	4,620 3.0%	4,596 3.0%	4,135 2.7%	4,325 2.7%	92,671 2.0%
Hispanic	24,996 16.3%	25,947 16.7%	27,204 17.5%	27,637 17.8%	29,755 18.3%	932,821 20.5%
White, non-Hispanic	107,318 69.9%	107,105 68.9%	104,895 67.6%	102,878 66.1%	105,769 65.0%	3,113,153 68.3%
Race/Ethnicity Unknown	5,981 3.9%	6,464 4.2%	7,150 4.6%	7,922 5.1%	8,996 5.5%	N/A
Total	153,512	155,385	155,260	155,689	162,817	4,554,966

The proportion of minority students, particularly Hispanic students, is gradually rising. The increase of two percentage points in the proportion of students who are Hispanic and the decrease of nearly five percentage points in White, non-Hispanic students over the five-year span are particularly noteworthy.

Urban Colleges

	1994-95	1995-96	1996-97	1997-98	1998-99	Ethnic Population
Non-Resident Alien	N/A	N/A	N/A	1,581 1.3%	1,791 1.5%	N/A
Black, non-Hispanic	4,315 3.8%	4,428 3.8%	4,564 3.8%	4,532 3.9%	4,861 4.0%	140,039 4.0%
American Indian or Alaskan Native	2,972 2.6%	3,165 2.7%	3,205 2.8%	3,422 2.9%	3,563 2.9%	79,624 2.3%
Asian or Pacific Islander	3,739 3.3%	4,021 3.5%	3,978 3.4%	3,589 3.1%	3,805 3.1%	81,495 2.3%
Hispanic	17,877 15.9%	18,695 16.1%	19,628 16.9%	20,188 17.2%	21,971 17.9%	729,347 20.8%
White, non-Hispanic	80,860 70.4%	80,603 69.3%	78,686 67.7%	77,359 65.8%	79,098 64.3%	2,483,713 70.7%
Race/Ethnicity Unknown	5,098 4.4%	5,384 4.8%	6,209 5.3%	6,860 5.8%	7,867 6.4%	N/A
Total	114,861	116,296	116,270	117,531	122,956	3,514,218

The representation of most minority groups in the urban student population closely approximates or exceeds their representation in the population. The proportion of Hispanic students, while still below population norms, has risen two percentage points over the five-year period.

Rural Colleges

	1994-95	1995-96	1996-97	1997-98	1998-99	Ethnic Population
Non-Resident Alien	N/A	N/A	N/A	78 0.2%	85 0.2%	N/A
Black, non-Hispanic	904 2.3%	842 2.2%	820 2.1%	854 2.2%	889 2.2%	20,819 2.0%
American Indian or Alaskan Native	2,720 7.0%	2,814 7.2%	2,826 7.2%	2,650 6.9%	2,783 7.0%	175,839 16.9%
Asian or Pacific Islander	567 1.4%	599 1.4%	618 1.4%	546 1.4%	520 1.3%	11,176 1.1%
Hispanic	7,119 18.4%	7,252 18.6%	7,576 19.4%	7,449 19.5%	7,784 19.5%	203,474 19.6%
White, non-Hispanic	26,458 68.5%	26,502 67.8%	26,209 67.2%	25,519 66.9%	26,671 66.9%	629,440 60.5%
Race/Ethnicity Unknown	883 2.3%	1,080 2.8%	941 2.4%	1,062 2.8%	1,129 2.8%	N/A
Total	38,651	39,089	38,990	38,158	39,861	1,040,748

The representation of most minority groups in the rural student population closely approximates or exceeds their representation in the population. The proportion of Native Americans, while much greater in the rural student population than in the urban, is less than the representation in the population. Note, however, community colleges are quite limited by tribal policy in the offerings they can present on the Navajo Nation, which has its own tribal college. This is the largest Native American reservation in the State.

SOURCES: U.S. Census Bureau, SBDCCA *Annual Report to the Governor.*

Financial Aid Awards

Community colleges strive to be affordable. One way that they do this is by participating in Federal and other financial aid programs. The effectiveness of these efforts is measured in two ways. First, the percentage of all full-time students enrolled for the first time in the Fall Semester who were awarded federal financial aid and need-based college grants and scholarships (full-time students are defined as students taking 12 or more credits) and second, the total number of federal financial aid and college need-based scholarship dollars awarded during the academic year.

Whole State

First Time Full-time Students (Enrolled in Fall Semester) Receiving Need-Based Grants

	1994-95	1995-96	1996-97	1997-98	1998-99
Number of First Time Full-time Students Enrolled in Fall Semester	6,292	6,429	7,048	8,231	8,159
Number of First Time Full-time Fall Students Receiving Need-Based Grants	2,846	2,878	3,025	3,837	3,575
Percentage	45.2%	44.8%	42.9%	46.6%	43.8%

NOTES: Headcount data unavailable, 1994-95 and 1995-96, Coconino Community College, Eastern Arizona College, Mohave Community College, Northland Pioneer College, and Arizona Western College.
Headcount data unavailable, 1996-97, Coconino Community College, Mohave Community College, Northland Pioneer College, and Arizona Western College.
Headcount data unavailable, 1997-98, Mohave Community College, Northland Pioneer College, and Arizona Western College.
Headcount data unavailable, 1998-99, Mohave Community College and Arizona Western College.

The missing headcount enrollment data from several rural colleges make it difficult to make any far-reaching observations regarding this data, except to note that the number of first-time, full-time students receiving need-based grants is generally increasing.

Amount of Federal Financial Aid/College Need-Based Grants Awarded During Academic Year

Whole State

	1994-95	1995-96	1996-97	1997-98	1998-99
Federal Grant Dollars Awarded During the Academic Year	$44,928,511	$46,493,325	$48,713,032	$52,276,646	$54,411,621
College Grant Dollars Awarded During the Academic Year	$4,662,409	$5,258,387	$6,165,062	$6,311,951	$7,171,314
Total	$49,590,920	$51,751,712	$54,878,094	$58,588,597	$61,582,635

Urban Colleges

	1994-95	1995-96	1996-97	1997-98	1998-99
Federal Grant Dollars Awarded During the Academic Year	$29,882,091	$30,775,577	$34,310,461	$36,186,645	$37,118,391
College Grant Dollars Awarded During the Academic Year	$1,856,177	$1,930,623	$2,740,216	$2,862,837	$3,586,742
Total	$31,738,268	$32,706,200	$37,050,677	$39,049,482	$40,705,133

Rural Colleges

	1994-95	1995-96	1996-97	1997-98	1998-99
Federal Grant Dollars Awarded During the Academic Year	$15,046,420	$15,717,748	$14,402,571	$16,090,001	$17,292,930
College Grant Dollars Awarded During the Academic Year	$2,806,232	$3,327,764	$3,424,846	$3,449,114	$3,584,572
Total	$17,852,652	$19,045,512	$17,827,417	$19,539,115	$20,877,502

SOURCES: Community College District Data Representatives

While both Federal and college grants increased over the five-year period, college need-based grants have grown much more rapidly. Without these loans and grants, many students would not be able to participate in higher education.

Developmental Education

Community colleges strive to serve students who may not be ready to participate in college-level courses when they arrive at the college. This may be due to inadequate preparation in high school, but is more likely to be due to a lapse in time since the student was last in class. This latter case is particularly true in mathematics. The snapshot shown below is taken from the Fall Headcount enrollment report.

The following data show the number and percentage of students who are enrolled exclusively in remedial courses. Many more students are enrolled in some remedial course while taking other courses for college credit.

Whole State

	1994-95	1995-96	1996-97	1997-98	1998-99
Fall Headcount	N/A	155,385	155,260	155,689	162,817
Number Enrolled in Developmental Education	N/A	4,874	5,530	7,855	7,604
Percentage	N/A	3.1%	3.6%	5.0%	4.7%

SOURCES: IPEDS, SBDCCA *Annual Report to the Governor*

The following observations regarding this information and implications for future action are offered: A relatively high proportion of students taking the placement tests (new students in degree and certificate programs in most cases) were placed in developmental courses. Likewise, the placement rates varied greatly among the districts. For the districts supplying this information, the placement rates varied as follows:

English/Writing	25% – 80%
Reading	24% – 66%
Mathematics	24% – 92%

SOURCE: Don Puyear. *Developmental and Remedial Education in Arizona Community Colleges*, August 1998.

Course Availability

Community colleges seek to provide courses at various times, places, and using a variety of instructional methods in order to assure that Arizona citizens are able to access the educational services they desire.

Rural Colleges:

- Arizona Western College offered 548 courses considered non-traditional in nature, with 6,627 enrollees (duplicated headcount students) during the fall and spring semesters, 1998-99. Included in this number are on-line internet-based courses, open-entry/open-exit, weekend and short-term courses.
- During the 1998-99 academic year, Cochise College offered 2,728 courses. Among these were evening/weekend courses, short-term classes and 57 on-line courses.
- Coconino Community College offers non-traditional course offerings such as 8-week fast track courses and three-week mini-sessions, weekend offerings, and distance education.
- Eastern Arizona College offers short-term, open-entry/open-exit, and evening/weekend courses. Additionally, the college provides off-site locations, including state and federal correctional facilities.
- For the fall semester 1999 Mohave Community College offered 589 courses. These courses ranged from zero-level (non-transferable credit) to 200-level (sophomore transferable credit). Classes are offered at four on-campus sites and three off-campus sites. There are 1,465 students enrolled in 128 non-traditional scheduled classes. Weekend classes serve 623 students in 103 sections. Instructional Television (ITV) Classes serve 282 students in 17 classes. Mohave's Video Distant Learning classes serve 480 students in 13 classes. Internet classes serve 49 students in four classes.
- Northland Pioneer College employs a decentralized system of four small campuses and six educational centers. The college's Interactive Television System reaches students in 10 different sites. The

college also utilizes the Internet to deliver 36 courses to 103 students. In a recent survey, the college rated very highly on both availability and convenience.

- In the fall of 1998 Yavapai College offered 229 classes to 1,348 students in distributed learning or non-traditional formats. Included were correspondence courses serving 23 students, 49 interactive video courses serving 527 students, 16 telecourses serving 70 students, six on-line courses serving 85 students, and six open-entry/open-exit courses serving 58 students.

Urban Colleges:

- Maricopa Community Colleges offer 1151 short-term courses, 681 open-entry/open-exit courses, 598 weekend courses, 28 distance learning courses, and 1759 evening courses.

- Pima Community College offers a variety of delivery and time formats. Included are such non-traditional delivery formats as interactive television, one-way television (cable, taped), and the Internet. With respect to non-traditional time formats, the college offers short-term courses, flex classes, self-paced classes and open-entry/open-exit classes.

FY 1997-98 FTSE
Basic short-term & OE/OE:

Rural	*4,503*
Urban	*15,486*

Fall 1998 Off-campus Programs Number of Students:

Rural	*9,845*
Urban	*37,653*

Number of Classes:

Rural	*1,481*
Urban	*4,885*

Number of Locations:

Rural	*96*
Urban	*333*

Part II – Work Force Training and Development

Occupational Program Participation and Completion Rates

Whole State

1997-98	Agriculture	Marketing	Technical	Family/ Consumer	Trade	Health	Business	Public Service	Totals
Number of Students Enrolled in Vocational Programs	264	397	1,786	735	4,027	6,045	6,540	3,063	22,857
Total Number of Completers	51	72	364	283	3,652	1,939	2,633	2,370	10,703
Percent	19.3%	18.1%	20.4%	38.5%	90.7%	48.1%	40.3%	77.4%	46.8%

SOURCE: IPEDS Data 1997-98.
NOTE: Program enrollment data unavailable, 1997-98, Coconino Community College and Arizona Western College.

Students enrolled in vocational programs are those who have formally declared their program intent. Number of completers are those students who fulfill all requirements for certificates and degrees. Completion rates for those enrolled in a two-year degree program increase substantially over a three-year tracking period.

Community colleges serve large numbers of students whose goals are met in fewer credit hours than certificate or degrees require. These students complete their goals based upon mastery of needed competencies and are not tracked by this IPEDS report. This measure of participation is not reflected in these enrollment numbers.

Urban Colleges

1997-98	Agriculture	Marketing	Technical	Family/ Consumer	Trade	Health	Business	Public Service	Totals
Number of Urban Students Enrolled in Vocational Programs	172	361	1,575	511	2,838	5,574	4,484	2,494	18,009
Total Number of Urban Completers	30	71	247	189	1,391	2,714	1,996	2,167	8,805
Percent	17.4%	19.7%	15.7%	37.0%	49.0%	48.7%	44.5%	86.9%	48.9%

Rural Colleges

1997-98	Agriculture	Marketing	Technical	Family/ Consumer	Trade	Health	Business	Public Service	Totals
Number of Rural Students Enrolled in Vocational Programs	92	36	211	224	1,189	471	2,056	569	4,848
Total Number of Rural Completers	21	1	117	94	548	277	637	203	1,898
Percent	22.8%	2.8%	55.5%	42.0%	42.0%	58.8%	31.0%	35.7%	39.2%

SOURCE: IPEDS Data 1997-98.
NOTE: Program enrollment data unavailable, 1997-98, Coconino Community College and Arizona Western College.

Placement and Wages

Job placement and earnings are two of the basic outcomes of effectiveness in any program designed to prepare students for work. Using the Arizona Department of Economic Security (DES) unemployment insurance data records, Arizona community colleges track the employment status and wage earnings on annual cohorts of vocational education program students. The results of the three-year follow-up on the 1994-95 cohort are shown below.

- 13,999 students were in the 1994-95 cohort (Note: Cohort includes only programs funded with federal vocational education funds.)
- 91% of students in the cohort were found in the DES data bank.
- The average annualized wages the quarter before the students enrolled were $9,392: by ten quarters (2.5 years) after enrollment they had risen to $16,156. This is an increase of 72.0% in earnings.
- In the quarter before enrollment 57.8% of the students were employed. Ten quarters (2.5 years) after enrollment 64.9% were employed.
- For the 1993-94 cohort (the year before the cohort described above), wages by award received was examined. For this cohort 2.5 years after enrollment, students who received an associate degree were earning 35.9% more than a non-completer and those who received a certificate were earning 25.4% more than a non-completer. Those who received a degree or certificate also made a greater percentage increase in wages. The wages for the first and last quarter for each group are presented below.

AWARD	BEFORE	AFTER	DIFFERENCE
Associate	$14,104	$23,332	+ 65.4%
Certificate	$13,224	$21,524	+ 62.8%
No award	$12,088	$17,168	+ 42.0%

SOURCE: Arizona Department of Economic Security

Employer Satisfaction

Community colleges routinely survey employers in their service regions to determine satisfaction with the college programs and ways in which the programs can be improved.

Rural Colleges:

- Arizona Western College is in the process of developing survey forms on employer satisfaction with graduates incorporating this component into the internal Program Review process. Such a survey will be included in all occupational program reviews, including four occupational programs under study this school year. Employers of associate degree nursing graduates are highly pleased with the technical, interpersonal, and general education knowledge, skills and work ethic of nursing graduates, reflecting 95% of higher approval (employer satisfaction) with these graduates.
- Cochise College: In preparation for a college-wide planning retreat held in the summer of 1999, a number of surveys were distributed to all major employers in Cochise County. The results were compared with those of the planning group and a gap analysis was developed based on priorities, performance, current and future issues and, finally, expected skills and abilities of college graduates. In summary, employer expectations have increased concerning responsibilities and skills associated with entry-level positions; they require a solid general education, adaptability, and self-reliance in their employees. Fewer are willing to train prospective employees due to the short shelf life of technical skills and high turnover rates.
- Coconino Community College investigates employer satisfaction through external surveys and Advisory Committees.
- Eastern Arizona College uses Employer Surveys which are distributed every two years. In summary, employers indicate that EAC graduates are well prepared to obtain employment in the fields for which they are training. Responses to the most recent survey indicate that graduates have exceptionally positive attitudes in the workplace

and graduates were rated Very Good or Good in all surveyed areas.

- The primary methods that Mohave Community College uses to assess employer satisfaction are occupational advisory committees, contract training surveys, and employment questionnaires.
- Approximately six months after each spring's commencement, a survey is sent to each Northland Pioneer College occupational program completer. The responding employers gave an overall rating of 4.13 out of 5.
- Yavapai College periodically surveys employers of graduates in occupational programs that are accredited by national associations. Over the last years average employers' rating of nursing graduates ranged from 3.6 to 4.0 on a 5-point scale.

Urban Colleges:

- Maricopa Community Colleges utilizes employer satisfaction surveys to assess how their students are performing in business and industry. College staff call employers and conduct program related interviews regarding satisfaction with student performance. Evaluation forms are sent to employers of Co-Op, Internship, and School-to-Work students to assess their performance on the job. The most common use is surveys of local employers as part of program review.
- Pima Community College conducted short telephone surveys of area employers. Most said the College was doing well or very well in all areas. For programs that require re-accreditation, the employers consistently rated graduates highly.

Part III – Transfer Students

Number of Transfer Students

The number and percentage of upper division Arizona public university students who have (1) any community college credits and (2) have 12 or more community college credits.

Fall 1998	Number of Transfer Students	Percentage of Transfer Students
Total number of upper division Arizona public university students	41,370	
Number of upper division Arizona public university students who have any community college credit	18,724	45.3%
Number of upper division Arizona public university students who have 12 or more community college credits	13,902	33.6%

SOURCE: Arizona Board of Regents.

NOTES:

(1) The number of students transferring with Arizona community college hours is undercounted, because a student who in fact has transferred Arizona community college hours will not be included if their last institution attended was not an Arizona community college. The undercounting of Arizona community college transfer students is estimated by the universities at 20%; that is, only about 80% of students who should be included with these data are included.

(2) The number of community college credit hours these students are transferring is over-counted, because a student who last attended an Arizona community college may also have attended other institutions; therefore, the number of units transferred may include hours from other than Arizona community colleges. The over-counting of credit hours is at an unknown magnitude.

Success of Transfer Students

Aggregate Grade Point Average (GPA) of transfer students one semester after transfer compared to native university students for (1) students who had completed at least one to eleven credits at a community college and (2) students who had completed an associate degree (or 56 to 64 credits) prior to transfer.

New students in the Fall of 1998 who transferred in one to eleven Arizona community college credits were compared to students who began the semester with one to eleven credits, but who had not transferred any hours.

- The Fall 1998 GPA of the native students was 2.54, and that of the transfers was 2.62.

At a more advanced academic level, students who transferred from an Arizona community college in the Fall of 1998 with an associate's degree (or 56 to 64 transfer credits) were compared to native students who began this semester with 56 to 64 credits.

- In this instance, native students showed a GPA of 3.03 for the semester, while transfer students earned an average GPA of 2.94.

SOURCE: Arizona Board of Regents

NOTES:
The universities provided data from the above comparisons for the following reasons:
(1) First, one does not wish to compare the cumulative GPA of a native university and a transfer student, as the former will contain courses from the student's entire academic career while the latter will only include those courses taken subsequent to transferring.
(2) Moreover, since student performance can vary across a student's academic career, in order to make a comparison one ideally would compare students with a similar amount of coursework completed.

Part IV – Community Development

Small Business Development Centers

Many government programs offer small business information. Effectively applying this information to a particular business frequently requires the expert help of an experienced professional business counselor. That's where the Arizona SBDC Network comes in.

What is the Arizona SBDC Network?

A partnership of 10 Arizona community colleges and the U.S. Small Business Administration, the Network operates 36 service delivery sites throughout the state and each year provides some 4,500 small business owners and prospective owners with four basic services: counseling, training, referrals and tools.

Counseling

One-on-one confidential help from an experienced small business practitioner in solving problems specific to the client's business, free of charge. In 1998 3,285 clients were provided 16,665 hours of counseling.

Training

Practical, low-cost training offered at times and places to accommodate the needs of small business owners. In 1998 364 training units were provided to 4,766 attendees.

Referrals

Assistance in finding financing sources, specialized consulting and other services. In 1998, SBA loans totaled $14,376,204.

Tools

Access to practical reference materials and to computers and software (at selected sites).

The effectiveness of these programs can be illustrated by 1998 job growth, which was 26.5% for AZ SBDC clients, as compared to the Arizona average of 4.6% or the national average of 1.7%.

SOURCE: <http://www.dist.maricopa.edu/sbdc/>

Social, Economic, and/or Cultural Development Activities

Community colleges provide social, economic and cultural development activities, including adult basic education, fine arts programs and other cultural events, and a wide variety of other activities that add immensely to the quality of life for citizens of the region.

FY 1998-99 Adult Basic Education Enrollment:

Rural Colleges	207 FTSE
Urban Colleges	2,095 FTSE

Rural Colleges:

- Arizona Western College provides numerous courses, programs, and services to meet workforce development needs, avocational and personal enrichment opportunities, Job Training Partnership Training, and cultural enrichment within its service areas. This includes JTPA programming, a Winter Session primarily for seniors, customized training for business and industry, skill center programs, and a performing arts series.

- Cochise College provides many social, economic and/or cultural programs and services, such as cultural events, Center for Economic Research (CER), Non-Credit Programs, Center for Professional Development (CPD), Small Business Development Center (SBDC), and Adult Education.

- Coconino Community College provides many social, economic, and/or cultural development activities, such as Front Window Display, College Goal Sunday, New Student Orientation, Creating Optimum Learning Environments (COLES), and "Educator For a Day."

- Eastern Arizona College provides Adult Basic Education, General Educational Development, a Fine Arts Programs, a Small Business Development Center, Support of County Arts and Social Organizations, a Visiting Writers Series, and Courses Offered to Meet Industry-Specific Needs.

- Mohave Community College provides many social, economic, and cultural developmental activities, such as Developmental and Adult Education, Technical Preparation, University Collaboration, Performing Arts, Theatre Performances, College-

for-Kids, Elderhostel and Inter-hostel, and "A Plan for the Future: Southwest Studies."

- Northland Pioneer College provides several social, economic and/or cultural development activities. Among these are the Small Business Development Center which sponsored 81 training events serving 684 participants. Other activities include a Fine Arts program, Performing Arts program, JOBS program (which placed over 165 participants), and Adult Basic Education/GED Training, serving 637 individuals in 23 communities.

- Yavapai College sponsors numerous social/civic activities, including the Youth Leadership Program, Public Policy Institute, and the Leadership Center's community forum, serving 150 citizens. Economic activities sponsored by the college include the Leadership Center, Professional Development Center, and over 20 partnership programs. Cultural events included activities at the College Performance Hall (serving over 50,000 individuals) and an art program which served 18,000 children.

Urban Colleges:

- Maricopa Community Colleges' Community Development programs include Adult Basic Education, Service Learning, K-12 Partnerships, Small Business Development Centers, Multi-Cultural/Diversity Activities, and Business/Industry Institutes.

- The five most important social, economic and/or cultural programs and services that Pima Community College provides are Workforce Development Training, Youth Outreach Programs, Facilities for Community Social and Recreational Activities, Visual and Performing Arts, and Non-credit Community Education Programs.

Part V – Student Learning Outcomes

Community colleges have been diligently working to define, refine and validate the measures of what students know and can do when they complete their community college programs, and the success they have when they go to the workplace or when they continue their studies at the university.

Rural Colleges:

- Arizona Western College's new assessment program is designed to collect data in General Education, technical (occupational) areas, and in academic (transfer) degree programs.
- Cochise College has the following indicators of learning outcomes and assessment measures: a statement of philosophy of general education; agreed-upon statements of general education learning outcomes for all transfer and direct employment degrees; reference in all revised course outlines to general education outcomes addressed in specific courses; strong pre- and post-measuring and learning indicators in some, but not all, academic programs; and statements of program mission and at least three related learning outcomes for a significant number of college academic programs.
- Coconino Community College's assessment instruments address the following learning outcomes: classroom assessment techniques, general education, program review, student success and class sizes, and ASSIST (data warehouse).
- Eastern Arizona College has implemented a comprehensive student outcome assessment program that includes the coordination of course design and student assessment. Activities include course design, pre- and post-testing, and portfolio evaluation.
- Mohave Community College's Course Exit Assessment process consists of the following three areas: Applied Studies, Preparatory Studies, and University Studies. Students are also asked to complete the Outcomes Questionnaire, which

evaluates the quality, effectiveness, and relevance of the instruction they received.

- Northland Pioneer College's plan organizes assessment by educational mission, including general education, transfer preparation, career preparation, basic skills/development education, customized education, and personal interest education.

- Yavapai College provides many activities directed toward the assessment of learning outcomes. The principal components of the college's accountability efforts are a master plan review; community benefits statements and community report card; instructional program and support service review; college governance; and learning outcomes assessments. The college also conducts various studies to document student outcomes. These include studies of current, graduated, and non-returning students.

Urban Colleges:

- Each of the Maricopa Community Colleges utilizes a committee on assessment of student learning. The tools used vary widely. Most of the colleges are conducting assessments of occupational certificate and degree programs, as well as developmental education.

- Pima Community College has developed four basic areas of assessment: Basic Skills/Developmental Education/ESL Objectives; General Education Objectives, Occupational Education Objectives, and Transfer Education Objectives.

Integrated Postsecondary Education Data System (IPEDS) Definitions

Enrollment

Unduplicated Headcount—The sum of students enrolled for credit with each student counted only once during the reporting period regardless of when the student enrolled.

Race/Ethnicity

Black/ non-Hispanic—a person having origins in any of the black racial groups of Africa (except those of Hispanic origin).

American Indian or Alaskan Native—a person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.

Asian or Pacific Islander—a person having origin in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or Pacific Islands. This includes people from China, Japan, Korea, the Philippine Islands, American Samoa, India, and Vietnam.

Hispanic—a person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

White, non-Hispanic—a person having origins in any of the original peoples of Europe, North Africa, or the Middle East (except those of Hispanic origin).

Nonresident alien—a person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.

Financial Aid Awards

IPEDS IPSFA definition: student financial aid to full-time, first-time undergraduate students. This is a new measure. Districts have been told to estimate for August 15 filing requirement. *(1998-1999 estimated)*

Remedial Courses

Remedial Courses—Instructional courses designed for students deficient in the general competencies necessary for a regular postsecondary curriculum and educational setting. Number of students enrolled exclusively in remedial courses. (Fall Enrollment, full-time and part-time)

TRANSFER STUDENTS

- **Number of Transfer Students Fall 1998:**
  - ⇨ 41,370 upper division university students
  - ⇨ 18,724 (45.3%) had some community college credits
  - ⇨ 13,902 (33.6%) had 12 or more community college credits

- **Success of Transfer Students:** Fall Grade Point Average of transfer students and native university students were compared.

Group	Native Student GPA	Transfer Student GPA
Students who began Fall 1998 with 1 to 11 credits	2.54	2.62
Students who began Fall 1998 with Associate Degree (56 to 64 credits)	3.03	2.94

- **Effectiveness of the New Transfer Model:** Future editions of the report will also include measures of the effectiveness of the new transfer pathways, which are only now going into full effect.

COMMUNITY DEVELOPMENT

- **Small Business Development Centers:** The 10 community college districts and the U. S. Small Business Administration operate 36 delivery sites throughout the state. In 1998, 3,285 clients were provided 16,665 hours of counseling; 364 training units were provided to 4,766 attendees; and SBA loans totaled $14,378,204.

  The effectiveness of these programs can be illustrated by 1998 job growth, which was **26.5% for AZ SBDC clients** as compared to the Arizona average of 4.6% or the national average of 1.7%.

- **Social, Economic, and/or Cultural Development Activities:** Adult Basic Education is but one aspect of community college involvement in social, economic, and/or cultural development activities.

  1998 Adult Basic Education Enrollment

	FTSE
Rural Colleges	207
Urban Colleges	2,095
Total	2,302

  A variety of other activities are listed in the report.

STUDENT LEARNING OUTCOMES

- Community colleges have been diligently working to define, refine, and validate the measures of what students know and can do when they complete their community college programs and the success they have when they go to the workplace or when they continue their studies at a university.

- The report includes descriptions of the progress of individual districts in this endeavor.

State Board of Directors for Community Colleges of Arizona

Report to Arizona 1999

EXECUTIVE SUMMARY

Arizona community colleges provide the bridges over which individuals can pass to prepare for new opportunities: transfer to the university; prepare for a job; gain new skills; gain a new start on life; or just experience the joy of learning.

The following is a brief summary of the first of what is expected to be a regular series of reports to the citizens of Arizona regarding how well community colleges are achieving their goals in the key areas identified by the Task Force on Institutional Effectiveness Measures. The measures are:

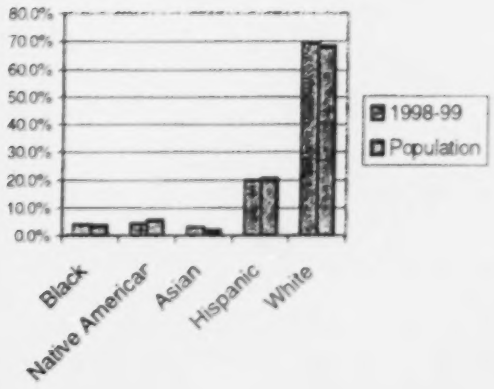
State Board of Directors for
Community Colleges of Arizona
3225 N. Central Ave., Suite 1220
Phoenix, AZ 85012
Telephone: 602-255-4037
Website: <http://www.stbd.cc.az.us>

ACCESS

- **Participation Rate:** For the past five years around 9% of Arizona citizens have taken a credit course at a community college. *This is approximately twice the national average.* A slightly higher percentage of citizens in the rural areas participate in community college courses than in urban areas.

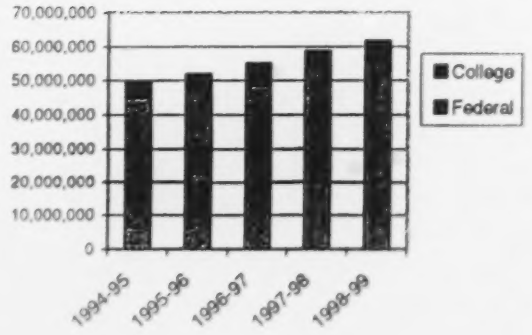
- **Ethnic and Racial Representation:** The proportion of minority students served by community colleges, particularly Hispanic students, is gradually rising. As shown in the following graph, white non-Hispanic students make up only 65.0% of the student body as compared to 68.3% of the state's population.

Ethnic & Racial Representation



- **Financial Aid Awards:** The number of first-time, full-time students receiving need-based financial aid is generally increasing. Total awards in 1998-99 were $54,411,621.

Financial Aid



- **Developmental Education:** Approximately 5% of community college students are enrolled exclusively in remedial courses. Many more students are enrolled in some remedial courses while taking other courses for college credit.

- **Course Availability:** Community colleges provide courses at a variety of times, places and use a variety of instructional methods in order to assure that Arizona citizens are able to access the educational services they desire.

WORK FORCE TRAINING AND DEVELOPMENT

- **Occupational Program Participation and Completion Rates:** In 1997-98, 22,857 students were enrolled in occupational programs at a community college and 46.8% completed their program of study.

- **Placement and Wages:** The Arizona Department of Economic Security periodically examines the placement and wages of Arizona community college occupational students. The following data were from students who initially enrolled in 1993-94:

Award	Before	After	Difference
Associate	$14,104	$23,332	+ 65.4%
Certificate	$13,224	$21,524	+ 62.8%
No award	$12,088	$17,168	+ 42.0%

- **Employer Satisfaction:** Community colleges routinely survey employers in their service region to determine satisfaction with the college programs and ways in which the programs can be improved.

December 1, 1999

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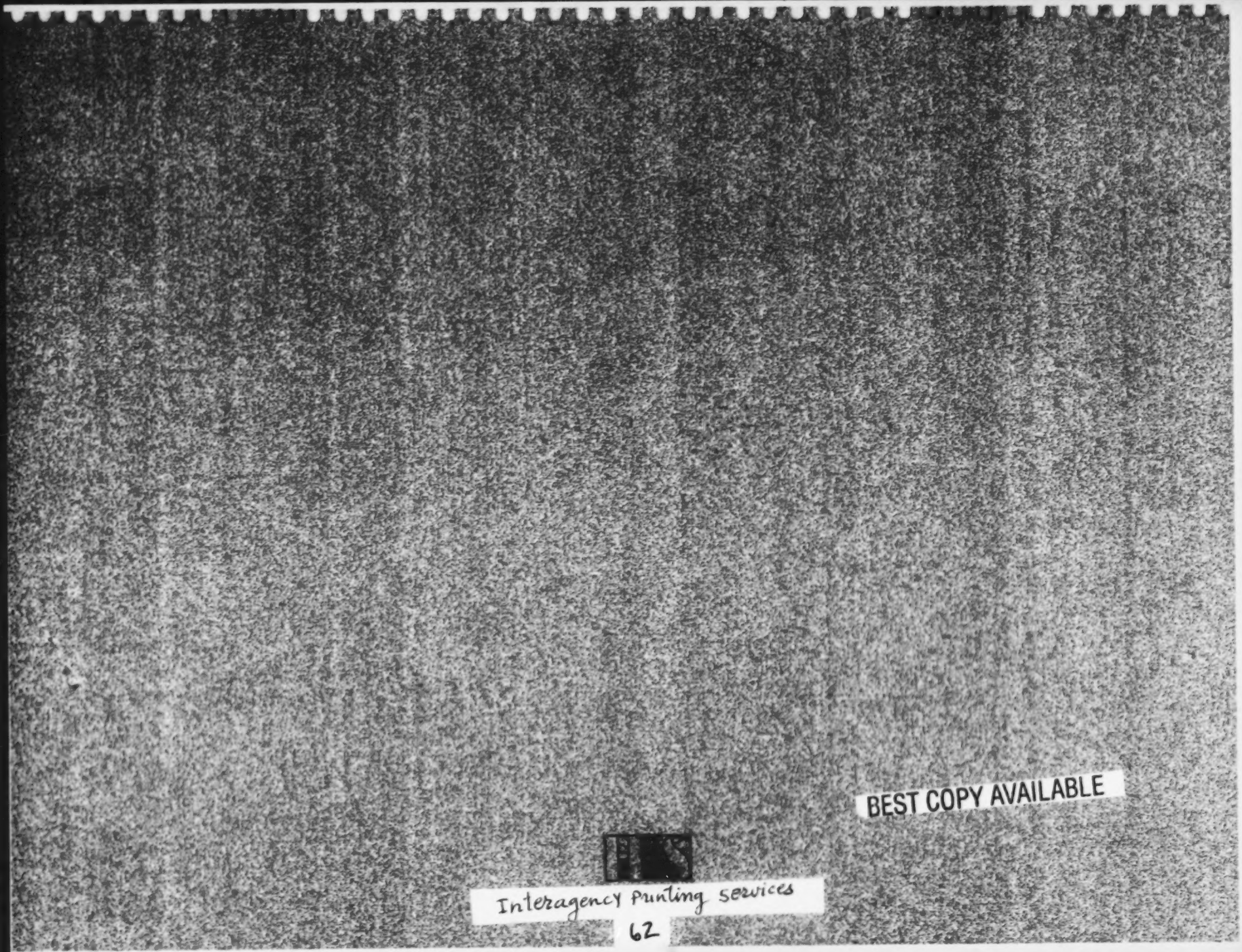
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